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SPEECH OF CHILDREN.—Facts of speech development in children are interesting and suggestive, whether we believe we can make out any actual stages of correspondence to culture epochs or not. The important rôle that Mr. Horatio Hale assigns to children in the origination of different linguistic stocks shows the necessity for the philologist to consider and take account of the facts. From the standpoint of the school, much is to be hoped from a knowledge of the facts of early development as bearing on and indicating the proper course for later treatment of reading, writing, and all linguistic studies. The central position assigned the study of language in nearly every curriculum makes it a cardinal problem for pedagogy.

But where are these facts? Every father, mother or other person who has the opportunity of daily observation of one or more young children is able to collect such facts. By so doing and coöperating together we may soon have a mass of material that will serve us as a basis for systematic knowledge. The following points are suggested for observation :—

I. Note down as fully as possible from day to day all vocal sounds, original or acquired, made by the child. Note carefully such as are made when the baby is pleased, uncomfortable, afraid, angry, or the like, but do not neglect to note also, all vowels, consonants, or syllables, uttered as mere play and without his attaching any meaning to them. These sounds are exceedingly difficult to represent. Whenever you are in doubt as to which of two letters to use to represent the sound, give both. Has such babble much or little intonation, emphasis, or expression? Illustrate and describe it. Give any instances of sounds made in this way which the child later loses the power to pronounce. When did the child first show pleasure in music or singing? Does he make any attempt to imitate or improvise?

II. Describe the very beginning of his use of words. Give as many as possible of his earliest expressions.

III. Put down as full as possible a vocabulary of the words he uses. Do this at different times, say at intervals of four to six months while he is learning to speak. Always spell *phonetically* and mark vowels, and accent to indicate the child's pronunciation. Add phrases illustrating the use of the words. Be particular to get as many of the *original* words the child invents as possible, and describe the circumstances of their use. Where they have several meanings, give all of them, with illustrative phrases.

IV. Wherever two or more little children have been together much and have formed a language of their own, give as complete account of the circumstances as you can, stating whether the children are precocious or backward, imitative or originative in other ways, have good or bad memory for words, have learned their mother tongue or not, and any other facts bearing on the subject. Give as full a vocabulary of the language as you can get, note as many of the expressions and conversations in it as you can gather. Be careful not to suggest meanings to the children. Relate how you learned their language and discovered the meanings they attached to the words. If you can account for the derivation of any of the words, please send such explanations. Reminiscent accounts of your own child-

hood in which such language was used, together with your experience in changing from it to English will be gratefully received.

V. Note all onomatopoeic words, together with explanations of their origin.

VI. Describe all gestures made by the children in expressing themselves, particularly such as they use to eke out their meagre vocabulary.

VII. Note all words or expressions illustrating mistakes or originalities in grammar, such as "goed" for "went," "I want *she* to come off of there," etc., illustrating the child's way of reasoning about declensions, inflection, order of words, and syntax.

Always state age, sex, and nationality of the child, and describe in brief his surroundings at home. Be as accurate and detailed as you can, and describe only what you have yourself seen or heard at first hand. Add any other points not mentioned above, if you choose. Do not let the child know that he is being noted; only his spontaneous doings are wanted, since self-consciousness spoils the record as much as it does the child. Put down the notes at the time of observation, or as soon after as possible.

The writer of this notice is engaged in the study of language; and wishes to correlate results obtained from a study of diseases of the language functions with information obtained along the above lines of observation on children. Any reports of observations on any of, these points will therefore be sure to be made use of and acknowledgment of source of information will be accorded in any publication of results.

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RHYME RELATING TO A SCOLD. — The following doggerel was formerly sung by a nurse to children in Virginia : —

Thimble's scolding wife lay dead,
 Heigho! says Thimble.
 "My dearest duck is defunct in bed.
 Death has cabbaged her. Oh she 's fled!"
 With a rowley powley gammon and spinage,
 Heigho! says Thimble.

Thimble buried his wife that night,
 Heigho! says Thimble.
 "I grieve to sew up my heart's delight
 With her diamond ring on her finger tight!"
 With a rowley powley gammon and spinage,
 Heigho! says Thimble.

To cut off her finger and steal the ring
 Soon came the Sexton.
 She sat up on end and gave him a fling,
 Saying, "D—n you, you dog, you shall do no such thing."
 With a rowley powley gammon and spinage,
 Heigho! says Thimble.

She stalked to the house and raised a great din.
 Heigho! says Thimble.